

Hospitality and Tourism (HOST)



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

1. Program Description

Program or Unit Mission Statement

The HOST program provides students a quality education, and prepares them for a career in the Visitor Industry or for transfer to a bachelor's degree in Business and/or Travel Industry Management. The HOST program promotes positive work ethics, self-esteem, service excellence, customer-centric attitudes, cultural understanding and appreciation, quality and productivity, positive interpersonal skills, professionalism; and supports students in achieving their goals. "Ensuring the sustainability of Aloha in the Hospitality and Tourism Industries"

Part I. Program Description

Date of Last Comprehensive Review	11/1/2016
Date Website Last Reviewed/Updated	9/9/2019
Target Student Population	The target student population includes any current or incoming KCC student seeking employment in the Visitor industry. Another target population are employees in the Visitor industry seeking to obtain higher education.
External Factor(s) that Affected the Program or Unit	An external factor that affects the program is the economy. A strong economy equates to potential and current students choosing jobs over education. The majority of program majors work full-time and attend school part-time. The high cost of living contributes to student choices of a career over attending college.

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

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Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

The Overall Program Health is Healthy

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

DEMAND:

The Demand Indicator is Healthy compared to last years' Cautionary indicator. The number of New and Replacement Positions in the State and County remain stationary at 302 (was 303 in 2017-18). The number of Program Majors was 38 in 2017-18, and is at 36 for 2018-19, a decrease of about 5%, which has stabilized from the prior year. However, this Fall, the number of program majors are at 43, which hopefully will equate to a higher number for the academic year 2019-20. The lower enrollment numbers for the College, excluding Early College, and a low unemployment rate continue to impact program numbers. In terms of number of majors, the HOST Program continues to be in the top five out of 15 CTE programs at KauCC.

Increases were evident in Fall Part-Time, Spring Full-Time, SSH in Program Classes, FTE Enrollment, and Total Number of Classes Taught. The increase in classes taught may be attributed in part to Early College course offerings. The program offered a total of seven HOST courses in 2018-19. Five courses were offered at Kauai HS (3-HOST 100; 2 HOST 101), and one course at Waimea HS (HOST 100).

EFFICIENCY:

The efficiency indicator remains at Cautionary. The Average Class Size remained the same as the prior academic year, although the fill rate declined slightly. Additionally, the Number of

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Low-Enrolled Classes decreased from 5 to 4, which is a positive sign; however, typically our Cooperative Education (Internship) is factored into the equation, and these classes typically have less than five students every semester. However, faculty TEs are at .20 per student. Overall, the efficiency indicators remain fairly stable over last year.

EFFECTIVENESS:

The Effectiveness Indicator moved from Cautionary to Healthy. The number of Withdrawals were up slightly from 5 to 8; however, the percentage of Successful Completions increased from 75% to 77%. Persistence Rates from Fall to Spring improved from 73% to 78%. The biggest increase was in the Fall to Fall Persistence, which increased from 49% to 68%.

The number of Degrees Awarded increased from 7 to 8, as well as Certificates of Achievement from 2 to 7, and Other Certificates Awarded from 22 to 37. Transfers to UH 4-year jumped from 0 to 3 over the past two years. The data in this area is sometimes questionable, but it appears to be more reflective of the programs' tracking of student transfers in this data set. An articulation agreement is in place; however, most students transfer without the articulation.

DISTANCE INDICATORS

The number of DE HOST courses offered annually remain at one fall course. While the numbers in this course are at an 88% Fill Rate, the number of successful completions and Persistence dropped. There appears to be a need to prepare students for online learning. Discussions on orientation classes and perhaps student DE workshops may better prepare students for the online learning environment.

Perkins IV Core Indicators 2016-17

1P1: The HOST Program did not meet the Technical Skills Attainment this year.

2P1: The program met Completion at 56.26.

3P1: The program did not meet Student Retention or Transfer, although we did have 3 transfers as compared to 0 the year before.

4P1 The program met Student Placement at 87.5

The HOST Program continues to work with qualified students on PLA (Prior-Learning Assessment), and has a high number of completers, to date there are 8 completers in the program and I should another completer in Fall 2019. Additionally, the program has submitted a Program Action Request to add another Certificate of Achievement, which should increase overall performance numbers in the program. Basically, the new CA was adjusted from the CO to include the two foundational courses, which all HOST majors are required to take, which is HOST 100 and HOST 101.

Overall, all Performance Indicators in the HOST Program showed positive increases across the board.

3. Program Student Learning Outcomes

- a) List of the Program Student Learning Outcomes
- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
- c) Assessment Results
- d) Changes that have been made as a result of the assessments.

Report on PSLO assessment for the prior year.

- 1. List of the PSLOs.
- 2. Indicate PLSOs that were assessed in the year of this APRU.
- 3. Assessment findings.
- 4. Changes that have been made as a result of the assessment findings.
- 5. Next planned assessment date.

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PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
Develop critical thinking skills to effectively function in the hospitality and tourism industry.	Yes	Meets Program Learning Outcomes	Spring 2019 and Fall 2019, the HOST program provided online industry case simulations to two courses to develop and/or increase critical thinking skills.	Spring 2020
Demonstrate an awareness of diversity and exhibit professional work ethics that promote positive service interactions and teamwork skills.	Yes	Meets Program Learning Outcomes	The HOST Program continues to engage in service opportunities, such as the Culinary Breakfast on campus. The annual HTA LEI event hosts almost 200 high school students. HOST majors oversee the Career Fair and act as chaperones to the high school students for the day.	Spring 2020
Utilize interpersonal written and oral communication skills necessary for effective organizational operations.	Yes	Meets Program Learning Outcomes	Oral communication skills are utilized by students during the annual HOST Meet and Greet with industry partners, and	Spring 2020

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			during the annual LEI event.	
Incorporate the principles of aloha to promote the sustainability of Hawaiian cultural values in the hospitality industry.	Yes	Meets Program Learning Outcomes	Continued participation in the LEI event. Two program majors were chosen over the past two years to intern in the statewide LEI program. Will continue to mentor students to engage in these types of leadership opportunities.	Spring 2020

4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Action Plan	Anticipated Outcome	Actual Outcome
Continue, perhaps expand program course offerings in Early College at Island high schools	Invited WHS and KapHS DOE Academic Directors to be a part of the Kauai County Tourism Sub-Committee on Employee Development. Currently KHS is represented on the committee. This will help to keep the lines of communication open and provide opportunities to increase awareness of the HOST Program.	Taught two HOST 101 courses at Kaua'i HS in Fall 2018, three HOST 100 courses at KHS (1 Fall/2 Spring). Taught two sections of HOST 100 at WHS in Spring 2019. HOST course offerings at Kauai HS over the past several years produced 8 completers of the CO in Hospitality Essentials in Spring 2019.
Promote PLA and online course offerings to industry managers and union.	Worked on three possible PLA completers	Confirmed one PLA completer in Spring 2019, and am working on another for completion in Fall 2019.
Support campus International short-term study abroad students.	Continue to support short-term international programs throughout the year as a Home Stay family.	The HOST program continues to support and engage in the International

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	<p>Continue to provide property tours and classroom experience for Okinawa groups every February.</p> <p>Continue to promote HOST internships at Shanghai Normal University.</p>	<p>short-term study abroad programs. Currently, three out of four international students taking HOST classes are declared HOST majors.</p> <p>Continue to partner with UH Maui College in teaching courses at Shanghai Normal University, and to promote program and international study abroad to SHNU.</p>
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List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

A new Certificate of Achievement will be available in the HOST Program in Fall 2020. The HOST Program secured an additional scholarship for HOST majors from Enterprise Rent-a-car Kauai CC scholarship for \$1000.00. We are working on this to become an annual scholarship. Rose and I are working on a new scholarship with New Blood Tatoo for this year, and the donor has discussed the possibility of an endowment. Additionally, the HOST Program secured additional funding from the Sheraton Kauai Resort Table 53 in the amount of \$4998.05, which is being used to provide no-cost access to skill-building online case simulations for students.

Analysis of Alignment with CPR

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to * in this section.

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
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**All Strategic Goals and Priorities are Aligned to the College Mission.

Describe any impacts these goals had on your health indicator(s).

N/A

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*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College’s Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Initiate research for OER	Goal 14: Reduce the Cost of Education for Students	N=0. Provide one OER for one HOST course	While an OER option did not happen yet, the Program did secure funding to provide students with free online case simulations valued at \$40.00 per student at zero cost to the students.	Reduced costs to students	2019/2020
Continue to work with Early College Coordinators to promote certificate offerings	Goal: 17 Increase Recent High School Graduates Enrollment	N=0 Offer Early College courses that lead to a certificate. Currently, we went from 0 to 8 Kauai HS certificate completers in Spring 2019.	To maintain the number of certificate completers at Kauai High School in Spring 2020.	Certificate completers in Kauai HS in spring 2020.	2

5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

I am NOT requiring resources for my program/unit.